

## Workman: Understanding Pharmacology

### Chapter 03: Teaching Patients About Drug Therapy

#### Test Bank

#### MULTIPLE CHOICE

1. Which is the best indication of learning?
  - a. Always using information appropriately
  - b. Acquiring new knowledge that results in a persistent change of behavior
  - c. Consistently making good grades on tests taken during school or college
  - d. Identifying important health promotion information to teach patients and families

ANS: B

True learning is not memorization or retaining information long enough to perform well on a specific test. The best indication that learning has actually occurred is a persistent change in behavior.

PTS: 1                      DIF: Cognitive Level: Remembering (Knowledge)  
REF: p. 45                TOP: Nursing Process Step: N/A                MSC: Client Needs Category:  
N/A

2. Why is it important for the nurse to assess a patient's religion when planning interventions for pain?
  - a. Most patients believe that God administers or relieves pain.
  - b. Artificial pain relief measures are discouraged by most non-Christian religions.
  - c. The use of religious practices may enhance a patient's response to drug therapy for pain.
  - d. Providing prompt and effective pain relief measures can increase a patient's faith in God or other deity figure.

ANS: C

Respecting the patient's cultural beliefs, including religion, and incorporating them into patient care can reduce anxiety and increase trust.

PTS: 1                      DIF: Cognitive Level: Understanding (Comprehension)  
REF: p. 46                TOP: Nursing Process Step: Assessment  
MSC: Client Needs Category: Psychosocial Integrity

3. The nurse is interviewing a patient. Which action by the nurse indicates active listening?
  - a. Asking interview questions while starting an IV
  - b. Correcting the patient's use of the word "free bleeder" for hemophilia
  - c. Asking the spouse to verify the patient's responses to family history questions
  - d. Restating what the patient said to ensure the nurse understands what the patient meant

ANS: D

With active listening, the nurse gives his or her full attention to what the patient is saying. It is most effective when the nurse clarifies the patient's statements by restating what the patient said, ensuring that the nurse correctly understood what the patient meant.

PTS: 1                      DIF: Cognitive Level: Understanding (Comprehension)  
REF: p. 46                TOP: Nursing Process Step: N/A  
MSC: Client Needs Category: Psychosocial Integrity

4. The nurse is preparing to teach a patient about a newly prescribed drug therapy. What time is best for improving teaching effectiveness?
- During lunch so that the patient is not too hungry to learn
  - After the patient wakes up from a nap and no visitors are present
  - Right after the health care provider has told the patient that the health problem cannot be cured
  - When the patient's spouse and three adult children are present so that the family can reinforce the teaching

ANS: B

Teaching is most effective when the patient is not distracted or uncomfortable. Lunchtime is a distraction, and so is the mental state of a person who has just been told that he or she has an incurable health problem (even if it can be controlled). Having four people present with the patient during the first teaching session can be more distracting than helpful.

PTS: 1                      DIF: Cognitive Level: Applying (Application) or higher  
TOP: Nursing Process Step: Implementation  
MSC: Client Needs Category: Health Promotion and Maintenance

5. A patient from another culture does not look at the nurse's face while answering questions about health and medication history. What is the nurse's best action?
- Ask the patient whether a family member could serve as an interpreter.
  - Speak in a louder tone to get the patient's attention.
  - Have the patient sit in a chair rather than in the bed.
  - Proceed with the interview.

ANS: D

Some cultures consider looking at the face of a stranger to be impolite. As long as the nurse believes that the patient understands the questions and the patient is answering those questions appropriately, there is no need to stop the interview or intervene in another way.

PTS: 1                      DIF: Cognitive Level: Applying (Application) or higher  
TOP: Nursing Process Step: Assessment    MSC: Client Needs Category: Psychosocial Integrity

6. While assisting a pregnant Mexican-American woman to dress, the nurse asks about a brass key pinned to the patient's underwear. The patient says that wearing the brass key protects her unborn baby if a solar eclipse occurs. What is the nurse's best response?
- "An additional way to protect your baby is by taking your vitamins."
  - "Does your religion require you to wear this brass key during pregnancy?"

- c. “Just how does wearing a brass key protect your baby during a solar eclipse?”
- d. “Your baby would be better protected by keeping all your prenatal appointments.”

ANS: A

This response demonstrates cultural sensitivity and respect for the patient’s beliefs, but at the same time the nurse can take advantage of a “teachable moment.”

PTS: 1                    DIF: Cognitive Level: Applying (Application) or higher  
TOP: Nursing Process Step: Implementation  
MSC: Client Needs Category: Health Promotion and Maintenance

7. Which information noted by the nurse during a patient interview is considered part of cultural assessment?
- a. The patient’s personal appearance and clothing are neat and clean.
  - b. The patient is considerably overweight for his or her height and age.
  - c. The skin tone and eye coloring of all family members is very similar.
  - d. The wife looks to her husband to answer questions about her health.

ANS: D

Interaction among family members can give important clues to culture and cultural influence. In many cultures, the husband is the authority of the household and the wife does not express opinions or question the validity of the husband’s statements.

PTS: 1                    DIF: Cognitive Level: Understanding (Comprehension)  
REF: pp. 46-47        TOP: Nursing Process Step: Assessment  
MSC: Client Needs Category: Psychosocial Integrity

8. A patient who is a Jehovah’s Witness is scheduled for routine surgery and expresses concern about the possibility of receiving blood products, an act condemned by the patient’s religion. What is the nurse’s best response?
- a. “You should allow the health care professionals to do whatever is needed to save your life.”
  - b. “Transfusions are not routine and now there are good alternatives to transfusions if you should lose an excessive amount of blood.”
  - c. “If you are worried about contamination, the blood supply in this country is tested thoroughly and is the safest in the world.”
  - d. “I will have the hospital chaplain come and explain to you that the Bible says there really is nothing unacceptable about a blood transfusion.”

ANS: B

The patient’s rights and wishes should be respected while providing accurate information for reassurance. The nurse should not attempt to persuade the patient to go against his or her cultural convictions.

PTS: 1                    DIF: Cognitive Level: Applying (Application) or higher  
TOP: Nursing Process Step: Implementation  
MSC: Client Needs Category: Psychosocial Integrity

9. Which patient action indicates learning in the psychomotor domain?

- a. Assembling a drug inhaler
- b. Looking up drug side effects on a computer
- c. Ensuring that the prescription is refilled on time
- d. Asking whether a drug dose should be skipped when vomiting occurs

ANS: A

The psychomotor domain is concerned with motor skills or activities. Assembling a drug inhaler demonstrates skill and is applying the knowledge gained from the cognitive domain.

PTS: 1                      DIF: Cognitive Level: Understanding (Comprehension)  
REF: pp. 48-49            TOP: Nursing Process Step: N/A  
MSC: Client Needs Category: Psychosocial Integrity

10. Which statement by the nurse is more likely to motivate a patient to adhere to a drug therapy regimen for hypertension?
  - a. "Your doctor prescribed this drug and your doctor knows what is best for your health."
  - b. "If you do not take this drug you are at greater risk to die of stroke or heart attack within the next 10 years."
  - c. "As an artist, your eyes are important, and taking this drug daily helps prevent eye damage from high blood pressure."
  - d. "If you are not taking this drug because you are too poor to afford it, I can call a social worker so you can get financial aid."

ANS: C

During motivation, focus on the positive aspects of the new knowledge or skill. Scaring a patient with possible negative outcomes is not true motivation, and neither is belittling the patient. Helping patients see the benefits of sticking to drug therapy is more helpful than scaring them with the costs of not sticking to it.

PTS: 1                      DIF: Cognitive Level: Applying (Application) or higher  
TOP: Nursing Process Step: Implementation  
MSC: Client Needs Category: Health Promotion and Maintenance

11. What is the most important question for the nurse to ask a patient when preparing to teach about a newly prescribed drug?
  - a. "What do you want to learn about this health problem and its treatment?"
  - b. "Have you ever been sick before and had to take prescribed drugs for the problem?"
  - c. "How many people, relatives, or friends do you know who also have this health problem?"
  - d. "Do you understand that if you don't take care of this problem now, it will only become worse?"

ANS: A

Asking the patient what he or she wants to know before beginning teaching allows the nurse to establish what the patient already knows and to determine what concerns him or her the most. Giving information relevant to what the patient wants to know can increase the patient's interest, trust in the nurse, and motivation to learn. It also helps the nurse to start with more simple or known concepts and work toward what the patient does not know.

PTS: 1                      DIF: Cognitive Level: Applying (Application) or higher  
TOP: Nursing Process Step: Planning  
MSC: Client Needs Category: Health Promotion and Maintenance

12. Which principle of adult learning is being used when the nurse provides a patient with an audiotape made during a teaching session?
- Moving from the simple to the complex
  - Allowing practice time to learn a skill
  - Reinforcing the information taught
  - Providing appropriate feedback

ANS: C

Providing an audiotape reinforces the information presented during a teaching session by providing a reminder of what was learned. The more the senses are stimulated during teaching and learning, the more the learner will remember the information.

PTS: 1                      DIF: Cognitive Level: Understanding (Comprehension)  
REF: p. 53                TOP: Nursing Process Step: N/A  
MSC: Client Needs Category: Health Promotion and Maintenance

### MULTIPLE RESPONSE

1. The nurse is conducting a patient teaching session. Which actions by the nurse indicate nonoffensive body language? (Select all that apply.)
- Using the left hand to give the patient a pencil
  - Allowing the patient to take his or her time to answer a question
  - Patting the patient on the arm to demonstrate a caring attitude
  - Sitting with the nurse's head and the patient's head at the same level
  - Moving the patient's suitcase from the chair before sitting down
  - Indicating the patient's stomach by pointing at the nurse's stomach
  - Placing a chair as close as possible to the patient's face to make sure each can hear the other

ANS: B, D, F

Taking one's time to answer questions may be a sign of respect and indicate that the patient is giving the question serious consideration. Sitting at eye level with a patient can convey equality even when the patient does not look into the nurse's eyes or face. Getting too close to the face, however, is considered threatening. Pointing at the patient is considered rude or threatening by many people. Using your own anatomy for demonstration is more acceptable. Many cultures consider the left hand to be dirty and people may be offended if they or their belongings are touched with the left hand or if anything is offered using the left hand. A patient's belongings should not be touched or moved until the patient gives permission to do so.

PTS: 1                    DIF: Cognitive Level: Understanding (Comprehension)  
 REF: p. 47                TOP: Nursing Process Step: N/A  
 MSC: Client Needs Category: Psychosocial Integrity

2. An independent older adult who is cognitively intact but visually impaired must avoid confusing two different drugs that must be taken daily. Which strategies does the nurse consider for this patient? (Select all that apply.)
  - a. Ask the pharmacist to dispense these drugs in liquid form.
  - b. Keep one drug container in the refrigerator so that it feels colder than the other drug container.
  - c. Have a neighbor or a relative keep and administer the drug to the patient.
  - d. Wrap a rubber band around one drug container so that it can be distinguished from the other drug container.
  - e. Ask the pharmacist to put one drug in a capsule and keep the other drug in tablet form.
  - f. Put the drugs for the day together in a weekly pill dispenser.

ANS: B, D, E

Distinguishing the two drugs from one another is the main objective. Keeping one container in the refrigerator can help because it is both a different temperature and in a different place than the other container. Wrapping a rubber band around one container, or placing a tablet inside a gelatin capsule can also help the patient distinguish the two drugs. Having both drugs in liquid form or putting all the drugs in a weekly dispenser does not help distinguish the drugs. Having a neighbor or a family member manage the patient's drug therapy reduces the patient's independence and may not be acceptable to a cognitively intact patient.

PTS: 1                    DIF: Cognitive Level: Applying (Application) or higher  
 TOP: Nursing Process Step: Implementation  
 MSC: Client Needs Category: Health Promotion and Maintenance